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ABSTRACT

This document presents summaries of instructional strategies which are uniquely suited to develop student competencies through utilization of the business community. The instructional strategies are divided into ten areas: (1) all business education areas, (2) bookkeeping/accounting, (3) shorthand, (4) typewriting, (5) secretarial practice/office practice, (6) general business, (7) business mathematics, (8) business law, (9) consumer education, and (10) work experience. Each summary includes the name of the strategy, the target market, purpose, and a brief description. (LRA)

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ED178777

BULLETIN NO. 215

EFFECTIVE INSTRUCTIONAL STRATEGIES IN BUSINESS EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Business Education
Albany, New York 12230

March 1979

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PREFACE

Many of the competencies required of entry-level business/office employees cannot be taught in the teacher-centered classroom. Instead, efforts must be made to build upon and expand the learning opportunities available to students. Teachers must structure a variety of learning situations by selecting strategies, materials, supplies, equipment and resources which will provide students an opportunity to experience first-hand many of the concepts and competencies which have often only been described to them in the past.

Through the leadership and guidance of B. Bertha Wakin, Professor and Coordinator, Business Education Program, State University at Albany, the teaching strategies presented in this publication were gathered by Gregory E. Bischoff, Dawn W. Blair and Dorothy Gailliard as part of their Master seminar. Bischoff reviewed and summarized all articles dealing with instructional strategies and techniques which appeared in the Journal of Business Education and the Business Education Forum from October 1970 to May 1978. Blair contacted the state supervisors of business education throughout the country, and Gailliard contacted selected business teachers in New York State to obtain summaries of instructional strategies which are uniquely suited to develop student competencies through utilization of the business community. All materials received and articles reviewed were then summarized as to the name of the strategy, the target market, purpose and brief description.

The Bureau of Business Education expresses its appreciation to all those individuals who contributed materials for this publication. Hopefully, it will provide all business teachers with a variety of methods to develop those essential competencies which are difficult to foster in a classroom characterized by the student as a passive listener.

ALL BUSINESS EDUCATION AREAS

NAME: The Art of Relaxation and Concentration

TARGET: All Business Education Areas

PURPOSE: To teach instant relaxation in times of stress and to aid in the powers of concentration

DESCRIPTION:

The students are told to put away pencils, paper, books, etc. (anything that might distract them). Next they are told to put their hands (separated) on their desks and close their eyes. The posture helps prevent sleeping. The closed eyes cut down on distractions.

The following set of directions are given with 10-or 15-second intervals between each. This allows time for teacher comments such as: "Relax, let all the muscles relax completely." It also gives time for concentration by the student.

Instructions: Concentrate on the muscles in your toes. Tell them to relax. You control your body. Pause. Now concentrate on the balls of the feet. Comments. Pause. Now the heels of your feet. Comment. Pause. Now your calves, etc., going through all the major parts of the body including: the stomach, chest, back, shoulders, upper arms, forearms, wrists and hands, neck, scalp, face, muscles behind the eyes, and finally the mind. Now focus on a point in the middle of your head, directly behind the eyes. If your mind wanders from this spot, bring it back to the spot. Keep bringing your focus back to that point. We will now have a moment of silence while you practice focusing on the point. (The point may be designated as some special object such as a door.)

Robert E. Manning
Sylvan Hills Junior High School
North Little Rock, Arkansas

NAME: Career Awareness

TARGET: All Business Education Areas

PURPOSE: To become aware of the different types of careers available

DESCRIPTION:

After discussing a unit on careers, the teacher makes a list of about 100 different careers. Students are to choose a career that most interests them. If a particular career that a student wants is not listed, add it to the list.

The students are directed to start collecting information about the career they have chosen. They must contact at least one person in that position to organize information such as: duties and responsibilities, educational requirements, starting salary, advantages and disadvantages of the position, advice to a young person pursuing the career, etc.

A great deal of information can and should be found in the library; however, it is essential for students to contact a person in the career they are researching as it will give them a better understanding of what the job is really like.

Assign each student a date to present his or her career in class (or videotape them and show to class). They should dress the part and present the material as if they were actually holding that position.

Rhonda Porter
Greenfield, Indiana

NAME: Junior Achievement

TARGET: All Business Education Areas

PURPOSE: Junior Achievement is designed to provide students with a realistic idea of the life cycle of a business.

DESCRIPTION:

Junior Achievement is an activity run and sponsored by business which normally meets after school hours. Advisors are local business people. However, Junior Achievement can be held during school hours with a teacher as advisor.

In Junior Achievement, students form companies by selling stock. To do this, they meet, elect officers, decide on an item to produce and sell, determine needed capital, and choose a name for the company.

The company will need at least a President, Vice President, Treasurer, Secretary, Production Manager and Sales Manager. In addition to the duties of office, officers help in the production and selling of the product.

Once a product has been determined, a production team is set up. Students then check sample products for marketability.

After a marketable product is manufactured, the students sell the product, hopefully at a profit. Sales meetings are held to discuss strategies.

At the end of the semester, the company liquidates assets, pays creditors and issues annual reports. Profits are distributed to the stockholders.

Sister Marie Angela
"Experiment in Student Business Management"
The Journal of Business Education
November 1970, p. 54-56

NAME: Santa Project - In Cooperation with Merchants Association

TARGET: All Business Education Areas

PURPOSE: To establish public relations between school and merchants

DESCRIPTION:

A Santa station is set up by the Merchants Association. Santa is played by senior citizens who are paid for their services by the merchants.

The Business Department furnishes six elves in costume who:

1. Come into town with Santa.
2. Organize children in lines to meet Santa.
3. Help with problem children.
4. Hand out gifts or assist Santa in doing so.
5. Students set up schedules so that two elves are available at all times. (This does not interfere with school hours.)
6. Students help decorate Santa Station.
7. Students take instantly developing pictures and sell to parents as a fund raiser.

This is an excellent promotional project. If the students have been instructed as to their role of promoting good will in the community, a great deal of exposure can come from this project.

Frank Ioele
Gloversville High School
Gloversville, New York

BOOKKEEPING/ACCOUNTING

NAME: Monopoly Game

TARGET: Accounting I/Accounting II

PURPOSE: This game is designed to give students a realistic simulation in recording the events of the day.

DSECRIPTION:

The game of MONOPOLY is adapted to serve as a practice set in an accounting class. The game is used to further and reinforce the accounting skills already acquired by the students.

Game rules. Cash is limited to $1,000 per business. A $500 loan is obtainable at any time from the bank without interest charge or obligation to repay.

"Service Income" is established at GO-$200. Each section of the board is zoned as to the number of houses than can be placed on any one piece of property. The zoning is as follows: First Street-4 houses maximum; Second Street-3 houses maximum; Third Street-2 houses maximum; Fourth Street-1 house only per property. One may place a house on a property any time after completing a trip around the board past the property. It is not necessary to own all the colors of a property before placing a house on it. A general law states that no one in "Jail" can collect rents or borrow money.

Game operation. Divide the class into teams of three students each. Each team receives $1,000, a token to be used on the board, a name for the business, a packet of business papers (combination journal, ledger, report forms) and a copy of by-laws for playing the game. Written into the by-laws is a loophole that states that any team may borrow $500 by signing a note which does not have to be repaid.

The business papers received must be maintained at all times during the game. Therefore, one of the students must be selected as bookkeeper. The beginning cash balance would be noted in the journal. Additional journal entries would be made as the game progresses. While one team member is recording the team's transactions, another member is completing the team's turn on the board. The third team member is responsible for making sure the other teams are playing fairly and recording all their transactions.

This game can continue for days. At the end of the game, each team is responsible for making a full financial report (income statement, balance sheet, worksheet and post-closing trial balance).

Richard Borrell
"Adapt Monopoly Game as a Practice Set"
Business Education Forum
November 1975, p. 23-24

NAME: Journalizing and Posting Exchange

TARGET: Accounting I

PURPOSE: This project is designed to emphasize the importance of following correct accounting procedures when posting.

DESCRIPTION:

Organize the class into two teams. The teams should be of equal size and seated in a circle.

Select a problem in journalizing and posting with which the class is already familiar and provide each participant with a sheet of journal paper and the ledger accounts necessary for the problem. When a signal is given, everyone begins to journalize the first entry. At about the time the slowest member of each team has completed the first journal entry, the signal "trade papers" is given. Papers are traded in a clockwise direction, and each student must then post the entries journalized by his teammate. If all journal entries are posted before the teacher gives the next signal to "trade papers," the student is to continue with the journalizing of the next entry in the problem. After trading papers so that each student has worked on about five different sets of papers, call "time." At this time, have the members of one team exchange papers with those of another team.

Provide the solution while the students check papers and count the entries correctly journalized and posted on each set of papers. The team accumulating the most points at the rate of one point per journal entry, is the winner.

Russell D. Madsen
"Update Instruction with Problem Solving"
Business Education Forum
December 1971, p. 16-17

NAME: Accounting Survey

TARGET: Accounting I

PURPOSE: The purpose of this project is to find out how records are kept by certain business firms, professionals and organizations in a local community.

DESCRIPTION:

The teacher has the students form groups, elect a chairperson and select local businesses which they would like to survey. It is suggested

that they select at least one of the three major kinds--partnership, sole proprietorship or corporation.

Next the students prepare a questionnaire to gather data concerning the bookkeeping methods of the local businesses. The questionnaire should ask such things as length of fiscal period, type of accounting system used, names of account titles, when reports are made, office equipment used, types of journals, etc.

The students should then contact their assigned businesses, explain their assignment and set up an appointment to discuss the questionnaire.

After the data has been collected, the students engage in a discussion group to compare information and impressions of the surveyed businesses.

Lois Hunt
"Accounting Students Learn Firsthand"
The Journal of Business Education
May 1973, p. 327

NAME: It's April 15 Again!

TARGET: Bookkeeping

PURPOSE: Develop basic understanding of how to successfully file both Federal and State income tax returns (where State returns are required)

DESCRIPTION:

Each year the teacher orders the free Understanding Taxes material from the Internal Revenue Service. For two weeks during the month of March or April, the students study exactly how to fill out income tax returns, study the history of taxes, learn about W-2 Forms, see films on taxes, etc.

To show that students have comprehended what they have studied, the teacher should put their understanding to use by pretending to own a company and stating that for the past year all students in the class have worked for him/her. Many different types of job titles are used; this shows the students why some make a higher salary than others. Each student is asked to complete a W-4 Form for exemption and marital status purposes. The teacher then types up a W-2 Form for each student;

and using actual Federal and State tax return forms, the students are required to file their returns.

Raye Finley
Monette High School
Arkansas

NAME: Maintaining Yearbook Records

TARGET: Bookkeeping II

PURPOSE: Apply accounting principles to a practical situation

DESCRIPTION:

The students in Bookkeeping II maintain the books for the high school yearbook staff.

The project involves the acquisition of materials--accounting papers, ledgers, and receipts. The students set up the books, determine a chart of accounts, open appropriate accounts and record all advertising sales and all expenses.

All receipts and disbursements are handled by the class. All money is passed through the hands of the bookkeeping students. Actual paying of bills may have to be done through the business office, depending on school policy.

This project may be chaired by one person, but all students should be involved. Balancing the books at the end of the school year will be the ultimate task for the class.

Carol Ann Strauer
Saint Mary High School
Cheyenne, Wyoming

NAME: Bookkeeping Fill-in-the-Blank Game

TARGET: Bookkeeping

PURPOSE: To emphasize the definition of debit and credit for bookkeeping usage

DESCRIPTION:

Give your students a copy of the following paragraph and ask them to supply the correct word for each blank as shown. They should use either the word debit (for left) or credit (for right).

When John debit (left) home in the morning, he was feeling all credit (right). He went credit to the office and began credit away where he had debit off in his work the night before when he debit for home. The Trial Balance was not credit at first because he had debit out one account. The account that had been debit out was in the credit side of the ledger. He soon made that credit and before he debit for lunch, he had the satisfaction of having the Trial Balance credit. He was sorry he had debit out the account but credit glad he could credit it. He chuckled as he debit the office at the credit time to go home.

Maxine M. Glover
Malvern High School
Malvern, Arkansas

NAME: Review of Account Classification

TARGET: Bookkeeping

PURPOSE: To review basic accounting classification

DESCRIPTION:

Prepare a tic-tac-toe game board for the overhead projector and a list of accounts to be classified. Divide the class into two teams, X's and O's. Have each elect an official spokesperson. In a fair manner, select the team to go first. Ask that team through their spokesperson to classify a specific account. Allow only 30 seconds for the answer.

If the answer is correct, allow the team through their spokesperson to select a square. If their answer is incorrect, the other team through their spokesperson may identify the account. If their answer is correct, then that team may choose a square. If neither team answers correctly, no team gets a square, and the process begins again with a new account. Proceed with the game by following the traditional rules for tic-tac-toe.

Dr. Kawanna Simpson
University of Kentucky
Lexington, Kentucky

NAME: Debit and Credit FBLA

TARGET: Bookkeeping

PURPOSE: Relevant integration of student leadership organization into business subject

DESCRIPTION:

The FBLA Advisor brings before the bookkeeping class the practical problem of setting up the books for their local chapter of Future Business Leaders of America.

It is the responsibility of the students to determine what debit and credit accounts they will need to identify for their use in accordance with the FBLA activities calendar established for the year. Once the accounts are identified and properly named, account numbers will need to be assigned and a chart of accounts prepared and filed as a cover sheet to the official FBLA accounting records.

During the year, the students maintain this FBLA accounting system, receiving first-hand experience at establishing, utilizing and evaluating a bookkeeping system.

This innovative teaching idea brings FBLA activities and responsibilities before the entire class and enhances the skill knowledge of the subject.

Loretta Jacob
Rocky Ford High School
Rocky Ford, Colorado

NAME: Analyzing Transactions

TARGET: Bookkeeping

PURPOSE: Develop better understanding of the analysis of transactions

DESCRIPTION:

The teacher should obtain from a local department store five small gift boxes. Each of the five boxes should be labeled with one of the following journal names: Cash Payments, Cash Receipts, Purchases, Sales, and General.

The teacher should use mini-transactions from an old practice set to provide transactions for students to analyze. Students should randomly draw a transaction one at a time to analyze in terms of the journal used and account(s) to be debited and credited.

After a decision is reached, the student places the transaction in the proper box. If a student fails to correctly analyze a transaction, it is placed back in the group remaining to be analyzed.

Betty Swords Watson
Business Education Consultant
Jackson, Mississippi

SHORTHAND

NAME: Team Competition

TARGET: Shorthand

PURPOSE: Improve reading, writing and transcription skills

DESCRIPTION:

Divide the class into two, three or four teams. Record daily activities on team sheets. Suggested activities might be: reading from text or homework notes, brief form quiz scores, spelling quiz scores, vocabulary quiz scores and transcribing from homework notes.

For example, the teams can read in relay for one minute with the instructor timing each student for the necessary length of time. On a five-member team, each student would read for 12 seconds. When the instructor says "next," the next team member takes up where the last reader left off. The total number of words read by the team is recorded on the team sheet.

At the end of a designated period (usually 4 to 5 weeks), the team scores are totaled with the losing team or teams bringing refreshments for a class party. The entire class is rewarded with a day off, and the winning teams have a "free" party. New teams are then chosen for the next time period. The constant competition serves to motivate students and encourages the students to help one another.

Dorothy L. Fitz
Mingus Union High School
Cottonwood, Arizona

NAME: Shorthand Homework

TARGET: Shorthand

PURPOSE: To make homework time a meaningful learning experience

DESCRIPTION:

Standard instructions should be given for shorthand homework assignments so that students who are absent from school will know what is due when they return. Pupils should be encouraged to do only one assignment each day. This can be checked by occasionally changing the order of letters to be written (it would not be required of anyone absent that day).

To insure students are careful with their homework, the teacher should check it periodically for fluency of writing and well-proportioned outlines and give suggestions for improvement or commendations for work well done. Exhibit well-prepared homework samples. Give quick transcription quizzes at the beginning of class from homework notes.

To provide variety in homework, teachers may duplicate double-spaced typewritten material. Pupils are instructed to write shorthand outlines directly above the typewritten words. They have to construct their own outlines and, therefore, are not simply copying from the book.

William Selden
Senior Program Specialist
Business Education
Harrisburg, Pennsylvania

NAME: Use of the Comma

TARGET: Shorthand II

PURPOSE: To give the student a practical "handle" on the use of the comma

DESCRIPTION:

The teacher has the students compile a sentence using AS, FOR, SINCE, BECAUSE, WHEN, WHILE, AFTER, IF and -ING at the beginning of that sentence. The students are told that these words are "red light" clauses. When any of these words appear, it is like a red light telling the writer to pause and think where a comma should be placed.

Students are then able to put the comma where it belongs. Students also like the "red light" clause because it works.

Richard C. Smith
John Jay Senior High School
Hopewell Junction, New York

NAME: Secretary for a Day Program

TARGET: Shorthand II

PURPOSE: This project is designed to:

1. Provide a "real life" work experience.
2. Expose students to a variety of dictators and dictation styles.
3. Instill in the students the importance of taking complete notes and typing mailable letters.

DESCRIPTION:

During the second semester of Shorthand II, students volunteer to work in the various departmental offices for one period per week. During this period, students will take dictation from the chairperson or any teacher in the department office. The student is then given one class period of the regularly scheduled double period shorthand class to transcribe the letters. If necessary, the teacher will assist students in preparing mailable letters. If additional time is needed to complete a mailable letter, it will be done as soon as possible on the student's own time in school.

Each chairperson is given written information about the project prior to its inception. A schedule is prepared to indicate what student is assigned certain offices on specific days. Departments can plan to have letters ready for dictation. Students spend about two or three days in each department in the school. Chairpersons are also advised that all material dictated should be of a nonconfidential nature and that normal talking speeds and speech patterns should be used for dictation.

Guy M. Bovi
Auburn High School
Auburn, New York

NAME: The Great Race

TARGET: Typewriting

PURPOSE: Encourage Development of Speed in Typewriting

DESCRIPTION:

Construct a large map of the United States to be put on a bulletin board. Beneath the map from left to right, place different typing speed goals. Begin with the lowest speed and increase at intervals to the goal most of the class is working toward.

Give each student a car, plane, or train constructed from poster board. Students can identify their mode of travel by writing their name or a student number on it. All pieces of transportation are pinned at the left of the map until the first timed writing.

Timed writings are given periodically to give students the chance to move across the United States. The first student to travel across the map wins the race and can be afforded a small prize.

Connie M. Gaines, Supervisor
and FBLA-PBL Executive Secretary
Baton Rouge, Louisiana

NAME: Individualized Reinforcement Drills

TARGET: Typewriting

PURPOSE: Provide students with:

A. Practice in figuring vertical and horizontal placement of short problems
B. Application of the typing techniques of centering and implementation of the student's planning
C. An instant check from the instructor to find what planning and implementing weakness may exist.

DESCRIPTION:

A file is set up of short problems which correspond to a current typing activity (in this particular example, vertical and horizontal centering of short problems). A student picks up the first problem, completes the question section, and then types the problem as directed. When the student is finished, the work is immediately checked by whatever means is available to the teacher, such as a department aide, a student assistant, or student reference to a sample. If it is correct, the student is to complete the second problem. If not, the student is helped to complete the first problem correctly. Students continue

through the problems available or until available time runs out.

When the problem file is started and is still small, all problems might be assigned to students. As new problems are developed and added and poor problems removed, the assignments could be altered to fit the needs of a particular class.

EXAMPLE:

UNIT: TYPING — Name_____
Job: Vertical and Horizontal Centering — Date_____
Activity: Center the following names — Period_____

Questions:
How many lines on ½ sheet? ___
How many lines in the problem? ___
How many lines unused? ___
How many lines to be left blank at the top? ___
You start typing on line... ___
What is the horizontal center of your paper? ___

Problem: Center vertically and horizontally the following seven names on ½ sheet of paper. Double space.

Abigail Adams
Bernard Brown
Carol Cook
Daryl Dague
Emily Edwards
Frank Farnsworth
George Golden

Stella D. Sorensen
Yuma High School
Yuma, Arizona

NAME: Ticket for Technique Violation

TARGET: Typewriting

PURPOSE: Develop good posture and technique at the typewriter

DESCRIPTION:

Students of typewriting seem to have considerable trouble maintaining good posture and technique at the machine. Usually, this is because they are not conscious of error. An effective device for developing correct typing techniques is the "Ticket for Technique Violation." At the beginning of each period of time (a month, or a six-week period), each student is given a sum of money which may be used at the end of

the period to buy a "technique grade." But, during the period, the student may be ticketed and fined for violations of technique rules. The ticket indicates the technique violated and the amount of the fine. Each teacher can develop the rules he/she wishes, but a good plan is presented by Lois Peterson in her article appearing in the February 1972 Balance Sheet on page 200 ff.

William F. Clynes, Supervisor
Hartford, Connecticut

NAME: Pay Dollars the Last Month of School

TARGET: Typewriting

PURPOSE: This activity is designed to maintain student interest during the last month of school.

DESCRIPTION:

Students are paid "dollars" for perfectly corrected production work and charged "dollars" for errors in typing and proofreading. A perfectly corrected full sheet of production is worth $20 when handed to the instructor. Each error in the sheet results in a $5 deduction.

Each completed sheet of production is proofread and a proofreader's form attached to it. Proofreaders earn $5 if all errors are corrected; any error missed costs the proofreader a dollar.

Daily production of the students is recorded by a student recorder. Recorders receive $20 for each week they handle the job.

A record is kept showing the amount of dollars earned and the amount owed by each student. At the end of the week, regular payroll checks are issued to each student, less taxes.

Bonnie Alexander
"Pay Dollars the Last Week of School"
The Journal of Business Education
March 1975 p. 239

NAME: Class Assignment Activities

TARGET: Personal Typewriting

PURPOSE: To provide for individual differences in class makeup

DESCRIPTION:

Some classes are heterogeneous in nature because they have students of different grade levels in them. There are also students of different I.Q. levels in typing courses. To provide a challenge for the better students and yet allow the poorer students to gain some measure of achievement is a problem educators must contend with.

After the keyboard has been covered, distribute folders containing an assignment sheet, handouts and learning activity packets. The assignment sheets are very important. The assignments are grouped according to topics, and tests are scheduled at the end of each. It is the student's responsibility to request these tests when each section is completed.

The students do much of this work on their own, but the teacher has time for individual assistance. The students help each other more readily in a learning situation such as this. Time is built into this plan for review and practice materials for competency tests.

Nancy E. Washer
Hancock Central School
Hancock, New York

NAME: Drills for Touch Typing

TARGET: Typewriting

PURPOSE: To aid students in becoming touch typists

DESCRIPTION:

The teacher stands in front of the classroom and calls out a letter, special character, or a number and at the same time, holds up fingers indicating how many times the students are to type the called symbol. The drill is done very rapidly so that the students are watching the teacher's fingers rather than the keys on the typewriter.

The teacher should constantly change the number of fingers held up.

Irene Schindler
Mount Vernon High School
Mount Vernon, New York
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NAME: Eyes on the Book!

TARGET: Typewriting

PURPOSE: To stop students from looking at the typewriter

DESCRIPTION:

Students usually have so many opportunities to raise their hands proudly in response to such questions as "How many had two errors or less?" or "How many typed faster than the previous time?"

The teacher includes with each question of this type a statement such as, "If you looked at your typewriter, don't raise your hand," or "If you peeked, mark an "X" instead of the number of errors."

The strategy at work here is the psychology of withholding the privilege of recognition, with continuing opportunities for subsequent recognition.

John Ertle
John Marshall High School
Rochester, New York

SECRETARIAL PRACTICE/OFFICE PRACTICE

NAME: Desk Efficiency Mini-Unit

TARGET: Secretarial Practice/Office Practice

PURPOSE: To develop an understanding of how to set up a desk to aid in work efficiency

DESCRIPTION:

Desk efficiency is vital for the well-organized office employee, not only for appearance, but more importantly, for the ability to be a more productive worker by having items near at hand. Through desk efficiency, one will be able to have easy access to supplies, documents, forms, etc.; to easily determine supplies on hand and when to replenish them from the central supply area; to create an uncluttered look where every item has its place; and to give the employee greater speed in accomplishing tasks.

SITUATION:

As a new employee of Reliable Insurance, you are taken by your office supervisor to your desk in the transcription unit. You have been hired as an additional person in the department due to an increased work load. Your desk is empty except for the typewriter and transcription machine. The desk is L-shaped. The typewriter is on the right side. There is one small middle drawer with five small front compartments. There are three left drawers. The top drawer has one movable divider. The second drawer is divided with four secretarial slants. The bottom drawer is set up for hanging file folders.

Consider:
1. reference materials to aid transcription
2. supplies needed to transcribe
3. supplies common to any office desk
4. personal desk items

Assignment:
1. List the supplies and quantities you will order from central supply.
2. List the items you will bring from home tomorrow.
3. Diagram the layout of the desk top as well as outline the location of all items in each drawer.

Barbara Brown
Mt. Vernon H.S.
Fortville, Indiana

Linda Pankiewicz
John Marshall H.S.
Indianapolis, Indiana

Judy Phipps
Poseyville H.S.
Poseyville, Indiana

NAME: Word Processing Activity

TARGET: Secretarial Practice/Office Practice

PURPOSE: Develop understanding of turn-around time and work flow

DESCRIPTION:

Administrators, counselors and teachers are encouraged to channel school-business correspondence to the word processing center classroom. Hard copy or material dictated on a transcriber are two methods that may be used. The teacher (center supervisor) logs in the work and assigns the job to a student secretary.

The student secretary estimates a completion time, studies the project, plans the layout and proceeds to prepare prescribed hard copy (a rough draft or final) using the word processing media. The copy is stored in the media until the originator notifies the center the copy is no longer needed.

The student secretary checks the time estimates with the center supervisor and then delivers the copy for approval or correction.

Periodic conferences between the center supervisor and student secretary promote thinking and planning on the part of the student for effecting a more efficient work flow.

Betty C. Fry
Assistant State Supervisor
Business and Office Education
Stillwater, Oklahoma

NAME: Office Procedures Manual

TARGET: Office Practice/Secretarial Practice

PURPOSE: To develop ability to research and organize data for future reference

DESCRIPTION:

Since as much in-class time as possible should be devoted to development of skills and knowledge, the office procedures manual makes an excellent out-of-class assignment. It allows the student the opportunity to gather and organize material effectively and creatively. Sample subjects for manuals are:

Applying for a Job Procedures Manual
Adding and Calculating Machines Manual
Duplicating Services Manual
Word Processing Manual
Filing Procedures Manual
Personality Improvement Manual

The teacher should be specific in designating the basic content of the manual by providing students with an outline to be used as a guide and sample dittos or other material for inclusion in the manual. The following is a sample notebook evaluation form for use by students in planning the project and teachers in grading it:

Form on next page.

NOTEBOOK EVALUATION

Student's Name _____ Section ____

Notebook Assignment _____ Date _____

Accuracy	5	4	3	2	1
Completeness	5	4	3	2	1
Conciseness	5	4	3	2	1
Illustrations	5	4	3	2	1
Neatness	5	4	3	2	1
Organization	5	4	3	2	1
Originality	5	4	3	2	1

Score _____ Grade _____

Commendations:

Recommendations:

William Selden
Senior Program Specialist
Business Education
Harrisburg, Pennsylvania

NAME: Composing Letters at the Typewriter

TARGET: Office Practice/Secretarial Practice

PURPOSE: Develop skill in composing mailable letters at the typewriter

DESCRIPTION:

The students are instructed to think about someone who has been a strong influence in their lives (a parent, brother, sister, teacher or friend). They are asked to type an original and a carbon copy of a thank you letter to this individual. They are also asked to type an envelope with this person's address and to bring a postage stamp to class.

The carbon copy is used for grading purposes. The original is signed by the student, placed in the envelope and mailed. This stimulates a need for mailability in the letter while giving the students something they can relate to when composing their first letter at the typewriter.

The students enjoy this assignment, and the results from those

receiving the letters have been excellent. Some parents have even framed them! This is an excellent way to give students a sense of pride in their work.

Carolyn S. Glossenger
New Haven High School
New Haven, Indiana

NAME: Shipping Services and Business Communications

TARGET: Office Practice/Secretarial Practice

PURPOSE: Develop better understanding of postal services, business communications and local shipping services

DESCRIPTION:

The unit on shipping services and communications is often very general and not as useful as would be preferred. The class is broken into six groups and each assigned a portion of the topic to investigate in detail and report to the class (both orally and in writing).

For example, for the topic on postal services, the group visits the post office, secures pamphlets regarding classes of mail, reads them, and then reports to the class such things as rates and types of mail sent each class. They might also demonstrate the correct wrapping of a package for parcel post.

After all six groups have reported their findings, students are asked to develop what they consider to be a good test for the unit. They must also prepare a key to their own test.

By having students investigate more thoroughly, report orally their findings, and write a test over the entire unit, they seem to retain more of the information than would be the case from straight lecture. They also enjoy the opportunity to interview the custodians, secretaries and other personnel directly involved in communications and shipping.

Joann W. Scifres
Salem High School
Salem, Indiana

NAME: In-Basket Exercises

TARGET: Office Practice/Secretarial Practice

PURPOSE: Provide students with realistic learning exercises that will require the establishing of priorities and the full use of time

DESCRIPTION:

The in-basket exercises simulate various types of office tasks that the student may be required to complete when on the job.

The student receives from the instructor a packet of materials which describes to the student the office in which the tasks are to be performed and a series of situations to respond to. For example, the student may find that he/she is working as a private secretary to the general manager of a manufacturing company. The situations the student would respond to might include:

- confirming hotel reservations
- arranging meetings
- sending telegrams
- answering phone calls from a variety of callers, such as irate customers
- computing and compiling statistical reports
- preparing purchase orders and sales invoices
- preparing file labels
- composing and typing business letters

The student must make decisions concerning what must be done first, second, third, etc. The instructor utilizes these in-basket exercises to help students practice time-saving techniques and to identify "priority" or "rush" items.

David A. Nicholls, Ed Consultant
Business and Office Education
Columbus, Ohio

NAME: Filing

TARGET: Office Practice/Secretarial Practice

PURPOSE: To make the learning and application of filing rules easier for students

DESCRIPTION:

The teacher develops a group of ten job sheets, each composed of ten items to be indexed and filed for each filing rule to be mastered. When a student is ready to begin work on a particular rule, he/she picks up a job sheet from a file available to students, ten slips of paper, and an answer sheet. The student indexes the names on the slips of paper, arranges them in alphabetical order, and prepares an answer sheet. After placing the completed answer sheet on the teacher's desk to be graded, the pupil picks up the second job sheet on the same filing rule and follows the same procedure as that for Job Sheet 1-1.

The standard for progressing to the next rule is to work a total of four job sheets for Rule 1 without error. With this in mind, answer sheets must be graded as students turn them in so that they will know when they may progress to the next rule. A folder is maintained on each student, and all work is placed in it as it is checked. The first progress test is given after the completion of the first four rules. Thus, the student will have a minimum of 16 answer sheets in his/her folder. Of course, most students will have more as they will undoubtedly miss some problems and work additional ones to have four without error for each rule.

An area in the room is set aside for those students who are taking tests. After completing the test, the student places it on the teacher's desk to be graded. The teacher removes the contents of the pupil's folder so that it will not become overcrowded, and the student begins work on the next group of rules.

Due dates are assigned for the completion of groups of rules. Progress is individualized, and the additional practice afforded by working through these materials will be worthwhile.

Betty Jo Wel[illegible]
Samson High School
Samson, Alabama

NAME: Filing Competition

TARGET: Office Practice/Secretarial Practice

PURPOSE: Provide students with a realistic experience of se[illegible]ting up and using a filing system

DESCRIPTION:

Set up an on-the-job filing situation in a competitive situation. Divide the students into groups, with a supervisor, typist, receptionist,

etc. Have the groups set up their filing system, giving them the materials to be filed. After they have filed the items given them, ask them to retrieve certain items (correspondence, memos, etc.) under time. Points are scored by the group who retrieves the fastest.

William F. Clynes, Supervisor
Hartford, Connecticut

NAME: Machine Fair

TARGET: Office Practice/Secretarial Practice

PURPOSE: Develop interest in students not presently enrolled in Office Practice

DESCRIPTION:

Arouse interest in the office procedures or machines course through a "machines fair." Set up a display of office machines in the hall corridor, on the assembly stage, or in another well identified and preferably centrally located place. Obtain a loan of the basic machines not in the office machines room from machine companies--most of whom are quite willing to cooperate. Have one or more office practice students demonstrate or explain the machines to interested students.

William F. Clynes, Supervisor
Hartford, Connecticut

NAME: Petty Cash Fund

TARGET: Office Practice/Secretarial Practice

PURPOSE: Familiarize students with the procedures for handling small payments in a business

DESCRIPTION:

Explain to the class that in the real business office a petty cash fund would be maintained. This money would be used to pay for such things as supplies for coffee breaks, postage, unusual office supplies, etc.

Have the students decide on an amount they are willing to pay into a fund. This amount should range from 10 to 25 cents (real money) and should be collected by students on a weekly basis.

The class, under the guidance of the instructor, should design those forms that are necessary for the establishment and maintenance of the fund. Designate one person to handle the money and collect the agreed amount. Make sure that proper procedures are utilized in regard to establishing and replenishing the fund and the recording of payments.

To assure utilization of the fund, provide for coffee breaks. Have several students be responsible for the purchase of supplies and the submission of reimbursement requests as the situation warrants.

At the end of every 3 or 4 weeks, rotate the assignment and evaluate each student's performance.

M. Hazel Diggs, Specialist
Business and Office Occupations
Baltimore, Maryland

NAME: The Dictation Process

TARGET: Office Practice/Secretarial Practice

PURPOSE: Develop effective dictation skills

DESCRIPTION:

Each student is given access to modern dictating equipment. The teacher furnishes a letter that is "dictation perfect" (all words, names, etc., are spelled out).

The first step is to have the student dictate the letter verbatim from the script and play it back to check for tone, volume, pronunciation and clarity.

The second step is to have the student dictate the same letter. This time the letter has no script, and the student must remember to spell out words, names, etc. The student plays back this letter and compares it to the script to see if all details were included.

Step three is to dictate the same letter from memory and then compare the results with the script letter format.

Finally, the teacher provides situations in which the student must create and dictate his/her own correspondence.

Judith S. Byfield, Supervisor
Business and Office Education
Madison, Wisconsin

NAME: Handling Special Projects

TARGET: Office Practice/Secretarial Practice

PURPOSE: Provide students with the know-how of handling office special events

DESCRIPTION:

Elect a president, vice-president and secretary for each semester to handle special assignments that come into the office practice class. The president should confer with the teacher on any assignments. After conferring with the teacher, he/she should assign work to students as necessary. The secretary is responsible for most of the typing involved. A party can be held at the end of the semester to present the officers with a small gift. Presentation and acceptance speeches must be made.

Mabel O. Jordan
Gentry High School
Gentry, Arkansas

NAME: Student Store

TARGET: Office Practice
Recordkeeping

PURPOSE: Provide realistic experience in handling money and keeping records

DESCRIPTION:

A manager and assistant manager are elected for the store and work assignments are made. Each person in the class works part of his or her lunch hour selling candy, soda, snacks, paper, pencils, etc. Each week one person is in charge of counting and depositing money, one person is in charge of keeping records, and one person cleans up and gets ready

for the next day.

At the end of the month, the entire class is given all information needed to figure net profit (or loss) and make financial reports.

Mabel O. Jordan
Gentry High School
Gentry, Arkansas

NAME: Duplicating an Inventory and Shopping List

TARGET: Office Practice/Secretarial Practice

PURPOSE: This activity is designed to acquaint students with duplicating techniques and practical uses of duplicating

DESCRIPTION:

Students are required to inventory their pantry shelf, refrigerator, freezer, etc. Students should be allowed one week to do this. The list should include items and the price marked on the item. This inventory list is to be duplicated by the students.

Students are then required to prepare a shopping list. The inventory list is used to indicate which items the family is low on, out of, or overstocked. The shopping list is then duplicated.

Students then take the shopping list to the supermarket and price the items on the list. These prices are compared with prices on the inventory list.

Additional benefit can be obtained from this exercise if students are then asked to compute the ratio of the weekly shopping list to the total inventory.

Charles D. Nadler
"Duplicating an Inventory and Shopping List"
The Journal of Business Education
May 1971 p. 324

NAME: Mini-Company

TARGET: Office Practice/Secretarial Practice

PURPOSE: This project is designed to give students a realistic office experience by forming their own company.

DESCRIPTION:

The mini-company is a miniature company which operates for a profit by furnishing clerical and stenographic services for a nominal fee to the school staff. It charges 10 cents for one 8½" X 11" typewritten page, 20 cents for one 8½" X 11" stencil, and 25 cents for one page of double-spaced transcript or one average length letter. Carbons are 5 cents. Profits are used to finance field trips or buy equipment for the classroom. If school regulations do not permit the exchange of money, points can be substituted instead.

To begin, the teacher explains that the mini-company is to be formed and its purpose. Through discussion, the students decide which departments their company might require. Typical departments might be: purchasing and sales, bookkeeping, duplicating, office services, and communications.

After departmental structure is determined, students decide upon the work flow. A flow chart is prepared. Students decide upon the room layout. Desks are moved to simulate a real office.

The students select job titles that are appropriate for each department. A job description is prepared for each. The teacher uses the job descriptions as a guide to prepare performance goals stating what the learner will be able to do at the termination of the course.

Genevieve Smith
"The Mini-Company-A New Approach to Office Education"
The Journal of Business Education
November 1973 p. 54-55

NAME: Golden Eagle Bank (Simulation)

TARGET: Office Practice/Secretarial Practice

PURPOSE: This simulation is designed to give students a practical, relevant experience in banking procedure.

DESCRIPTION:

Students are sent to local banks to interview employees to determine the positions needed for a banking simulation, the tasks involved, the flow of paperwork, and equipment needed to perform these tasks.

After the interviewing is completed, positions are identified. The following positions are common to many banks: President, Vice President, Loan Officer, Administrative Officer, Administrative Secretary, Payroll Clerk, Savings Teller, Loan Secretary, and New Accounts Teller.

A job manual is prepared for each position. The manual should contain office guidelines, a flowchart, and a responsibility section which details all the steps necessary for completing the tasks for each position.

While the students are determining the positions needed, the instructor develops a resource file to use as source documents. These will be placed in "IN" and "OUT" baskets to simulate the work a bank will do.

To add realism to the simulation, students can prepare letters of application and data sheets before the simulation begins. The students are then "hired" by the instructor to work in the bank.

Faye Torgerson
"Office Simulation--C.E.U. Style"
The Journal of Business Education
January 1977 p. 176

NAME: Employment Search Simulation

TARGET: Office Practice/Secretarial Practice

PURPOSE: This activity is designed to teach students about career opportunities and the procedures of employers and employees when hiring new employees.

DESCRIPTION:

Preparation. Explain to the students that a large, nationally known business organization is to open a new office in the community. Employees will be hired locally to fill the new positions. The organization is sending personnel to town to interview applicants.

Divide the class into two groups, employers and job applicants. Group A will be the employers who have come to town to interview the applicants. To accomplish this, they will (1) determine the qualifications needed for each position to be filled, (2) prepare job description sheets listing these qualifications, (3) write help wanted ads, (4) review credentials of applicants, (5) conduct employment interviews.

Group B students are the job applicants. They will (1) prepare personal data sheets, (2) review want ads to select positions for which they wish to apply, (3) write letters of application, (4) participate in employment interviews, (5) write followup letters.

Procedures for Group A. Give the Group A students a list of the job openings they are to fill. The list should contain 10-15 office occupations. The students are to prepare a job description for each job title on the list. The description sheet should include job title, major duties, requirements, salary range, usual paths of advancement, personal traits desired and other pertinent information about the occupation.

When the job description is complete, the students should advertise the job openings by preparing a help wanted advertisement for each position. These are placed on a "classified advertisements" bulletin board. An "outgoing mail" box is placed near it so that students will have a place to deposit their letters of application.

Next the employer group is to prepare an interview guide to be used when interviewing applicants. When this is completed, the students will be ready to interview the job applicants.

When the Group A students reach this point, the Group B students should be sending in their application letters. When a letter is received, the Group A students will review it and the enclosed personal data sheet. They will then contact the applicant to arrange an interview.

Procedures for Group B. Group B students are to prepare personal data sheets, to be used when applying for a job that is posted by the Group A students.

Group B students are to check the help wanted advertisements to find openings for which they might qualify. They then apply for the positions in which they are interested by typing letters of application and enclosing a personal data sheet. These are posted in the "outgoing mail" box.

Applicants prepare for the employment interview by reading as much as they can find about the occupations for which they are applying, and by discussing among themselves different ways in which they may favorably impress prospective employers.

When contacted by the employer, the applicant arranges a mutually acceptable time for the interview. The interview is conducted as

scheduled. After the interview, the applicant writes a followup letter to the employer.

Concluding the Simulation. After all positions have been filled, or all students have jobs, the students should evaluate the simulation. They should discuss what they have learned about different careers, how to improve themselves on a job interview, or other career subjects.

Clyde Welter
"A Career Activity for Office Procedures"
Business Education Forum, April 1975

NAME: Communications Unlimited Simulation

TARGET: Office Practice/Secretarial Practice

PURPOSE: This activity is designed to simulate the actual job functions of service representatives of the Telephone Company.

DESCRIPTION:

The course was written by the Pacific Northwest Bell Telephone Company and requires a phone installation with monitoring board. It concentrates on four job classifications in two office situations, telephone clerk in the business office and payroll clerk, assistant supervisor, and supervisor in the model office.

All students are assigned initially as telephone clerks. Thereafter, they are rotated through the three model office positions, in the order listed above, serving one week in each capacity. Duties and responsibilities of each position are defined in a manual and upon rotation to another position, the student is expected to train a successor.

Each telephone clerk is assigned 25 customers. Specially prepared tax tables are used to compute customers' bills. The clerk types these in final form and inserts them into window envelopes for mailing. The telephone clerk is responsible for all activities concerning the clerk's customers' accounts-complaints, inquiries, additional service and collection of overdue accounts. The input is generated through telephone calls and letters from customers. (These must be arranged by the teacher.)

To start the simulation, distribute the special materials necessary and discuss them. Then have students assume their assigned tasks. Each telephone clerk should receive at least one challenging phone call a day. Callers evaluate each other on a form similar to one used by the phone company. Each telephone clerk's conversation with a customer should be taped two or three times during a semester.

To examine the text for this simulation contact:
Fort Steilaccom Community College, Tacoma, Washington 98499

Virginia C. Smith
"Communications Unlimited Simulation"
The Journal of Business Education
April 1973 p. 287-290

NAME: Emergency Number Report

TARGET: Secretarial/Office Practice

PURPOSE: To develop telephone skills and ability to prepare accurate reports

DESCRIPTION:

Students are to develop a list of all emergency telephone numbers in their community. They are then to call each emergency number to obtain the following information:

- o Reasons to use specific emergency number
- o Service provided by agency or group
- o Hours the office is open
- o Other information students feel is essential

When making call to obtain the above noted information, the student's etiquette and technique are observed and rated.

When all emergency numbers have been verified and the requested information obtained, the students prepare a concise but comprehensive report which is typed, duplicated and distributed to interested individuals.

The student's effectiveness in preparing the report is also rated.

NAME: Time Recording Procedures

TARGET: Secretarial/Office Practice

PURPOSE: To equate classroom attendance to attendance in the world of work

DESCRIPTION:

Each day the student punches in and out on a time recorder. The student is responsible for remembering this obligation and for absence from class for whatever reason.

The schedule is devised for seniors, and the second and third year classification is based on the year the student began a course in typewriting, shorthand, or some other business course.

One period equals 4 hours. Two periods equal 8 hours.

Second year employee:

40 hours of vacation time which may be taken in 4 hour blocks
24 hours of personal time which may be taken in 2 hour blocks
40 hours of sick leave which may be taken in 4 hour blocks

Third year employee:

56 hours of vacation time which may be taken in 4-hour blocks
24 hours of personal time which may be taken in 2-hour blocks
40 hours of sick leave which may be taken in 4-hour blocks

Vacation and Personal Leave require approval from the teacher. Overtime is paid at one and one-half straight time. Five minutes late in one week must take 2 hours of personal time. If personal time is used up, the student must take a 2-hour decrease in pay.

Vacation and personal days must be taken for field trips, road tests, or any other school activity. A student can request a day to study for an exam.

Jo Ann Weatherwax
Scotia-Glenville High School
Scotia, New York

NAME: Favorite Recipe Booklet

TARGET: Secretarial/Office Practice

PURPOSE: To bring together skills learned and to provide an opportunity for students to work closely with each other

DESCRIPTION:

Students usually do this project around Christmas and bring in favorite recipes. Students plan, type, duplicate, and put together an attractive booklet with striking cover. The students' names are attractively centered on page one. The booklet is then distributed to staff in the entire district.

*****

NAME: Switchboard Training

TARGET: Secretarial Practice/Office Practice

PURPOSE: To attain job-entry level skill of the switchboard

DESCRIPTION:

The teacher meets with the office manager in the district office to set up a schedule for students to spend one week in switchboard training during the first semester of the course.

The students then report to the switchboard during their regularly assigned class period. The switchboard operator meets with the teacher to report on the progress of each student.

Marion Simon
Southside Senior High School
Rockville Centre, New York

NAME: Celebrating National Secretaries Week

TARGET: Office Practice/Secretarial Practice

PURPOSE: To teach good public relations and to provide work experience

DESCRIPTION:

The teacher makes arrangements with the school administrative offices or local businesses for secretarial students to "shadow" the regular secretary for one day and actually work on assigned tasks in the office for one week.

Students are responsible for making up work missed in all classes other than business classes. This "real world" experience is a good culminating activity in the second term of the advanced classes and is also good public relations for the school.

Irene Schindler
Mount Vernon High School
Mount Vernon, New York

NAME: Student Clerical Aide Program

TARGET: Secretarial Practice/Office Practice

PURPOSE: To provide on-the-job training within the school so that proper work attitudes will be fostered and secretarial skills enhanced

DESCRIPTION:

INTRODUCTION

The student clerical aide program is designed to give the advanced secretarial students on-the-job training within the school. The students perform various secretarial and clerical tasks for departments and offices. The student's immediate supervisor is either a department chairperson, a principal, or a principal's secretary. The program benefits the students and the school since the students learn a great deal from their job and since a large volume of work is completed by the students in the program. The students receive independent study credit for the successful completion of the program.

OBJECTIVES

A. The students must successfully demonstrate competency in the following skills:

1. Typing at a level of acceptance for an office occupation
2. Reproducing materials by using various types of basic office machines
3. Assembling various materials for student and/or teacher use
4. Filing materials in systematic order
5. Alphabetizing names, tests, marking records, etc.

B. The students must possess the following traits:

1. Personal characteristics necessary in the business world
2. Ability to implement and carry out established procedures
3. Willingness and ability to carry out assigned duties with a minimum of supervision

METHODOLOGY

The business department chairperson serves as the coordinator for the program. The departments and offices are surveyed to determine what positions are available, who will be directly responsible for the student, and what is the preferred period that the supervisor would like the student clerical aide to work. The coordinator then surveys all the advanced secretarial classes to determine what students would like to participate in the program during their free time and to determine what each student's capabilities are. The coordinator attempts to match the student's free period with the supervisor's preferred period. In addition, an attempt is made to place the more responsible students in the more difficult jobs.

REQUIREMENTS OF STUDENTS

The students are required to keep a daily log of the work that they have completed. The logs must be turned into the supervisor at the end of each marking period. The students must be dependable and possess the competencies, traits and responsibilities outlined in an independent study contract.

EVALUATION

The students are evaluated each marking period by their supervisors. The supervisor submits the evaluation and daily logs to the coordinator at the end of each marking period. The coordinator works with the students and supervisors where problems are pointed out in the evaluations. At the end of the year, the supervisor writes a letter of recommendation to be placed in the student's guidance folder for future use when the student applies for a job. The student receives ½ credit if he/she works the equivalent of a semester, and one credit if he/she works for the entire year.

Richard C. Lasselle
Hilton Central High School
Hilton, New York

GENERAL BUSINESS

NAME: Developing and Marketing a New Product

TARGET: General Business

PURPOSE: Develop understanding of basic principles involved in developing and marketing a new product

DESCRIPTION:

The class is given an introduction to basic market research techniques such as surveying the population to determine acceptability of a new product, the age group toward which to direct the advertising, and a competitive price at which to introduce the product.

The class is then divided into "companies" with five or six students in each group. The teacher should appoint a president of each company who is responsible for coordinating the overall efforts of each group.

The next step is to have a representative of a large manufacturing organization visit the class and provide a description of a product the representative's company is planning to develop. The representative should ask each company to conduct market research and decide on price, advertising, packaging, etc., for their product. When the project is completed, the representative returns to the class while each company president presents the product developed by his/her group. The representative selects the best project and awards a certificate to each member of this group.

Suggested Product: a nonsugar, fruit-flavored bottled drink

Suggested Representative: advertising manager of a soft drink company

Dr. Anne L. Matthews
State Supervisor
Office Occupations Education
Columbia, South Carolina

Dr. Pat Moody, Assistant Professor
University of South Carolina

NAME: Shakespeare and Business

TARGET: General Business

PURPOSE: An orientation to business along with developing a good relationship with students

DESCRIPTION:

On the first or second day, The Merchant of Venice is introduced by telling the story or having students act out the parts. The story is somewhat unknown to many students (as are many of Shakespeare's works).

Explore the basic aspects of the play, comparing the legal, business and moral aspects with those of today.

This is an interesting and "fun" class--one in which to enjoy and learn.

Russell Mercer, State Supervisor
Business and Office Education
Atlanta, Georgia

NAME: Consumerism

TARGET: General Business

PURPOSE: Actively involve students in learning about consumerism

DESCRIPTION:

After some discussion on consumerism, the students pick a specific topic within consumerism (i.e., label reading, persuasion in advertising, consumer rights, etc.) and make posters or mobiles illustrating their particular topic.

Materials might include: poster board, markers, old magazines for pictures or illustrations, or anything a student might bring from home.

Posters and mobiles can then be displayed in the classroom for other students, parents, teachers and administrators to view.

Gail Fann Abbott
Bradshaw Mountain High School
Dewey, Arizona

NAME: General Business Review Exercise

TARGET: General Business

PURPOSE: Provide enjoyable, effective review of learning

DESCRIPTION:

The review exercise is patterned after the game "Jeopardy." The activity combines a general review of a specified unit of instruction, plus general knowledge questions to test the students' ability to think.

The instructor begins by placing a grid (such as the one below) on the blackboard. The grid is numbered as shown, and the first set of columns contain questions from chapters of the unit to be reviewed. The columns remaining contain trivia or general knowledge questions. The students are divided into teams, preferably no more than three as they become hard to monitor beyond that point. One team is chosen to select the first area of questioning.

If the students answer the question correctly, they earn the right to choose another category. They must begin with the ten-point questions and continue in numerical order as they respond correctly. Teams are penalized for incorrect responses. A scorekeeper and a spotter might be helpful for the instructor.

As the teacher reads the question, all teams have the same opportunity to respond. By answering correctly, their team may then select a column or category. The team with the highest accumulated points at the end of the exercise is declared the winner.

SAMPLE GRID:

UNIT QUESTIONS Chapter				TRIVIA QUESTIONS		
1	2	3	4	1	2	3
10	10	10	10	10	10	10
20	20	20	20	20	20	20
30	30	30	30	30	30	30
40	40	40	40	40	40	40
50	50	50	50	50	50	50

John J. Uidenich
Arizona

NAME: Insurance Poems

TARGET: General Business

PURPOSE: Develop ability to recognize insurance needs of individuals

DESCRIPTION:

After reviewing basic types of insurance coverage, students are given poems to determine the types of insurance the injured party in each of the poems should have. The students may also be asked to write their own poems. Examples of some of the poems used are:

1. Herman worked in the lion's cage.
   He did so every night.
   He died at quite an early age,
   From "Kitty's" appetite.

Assuming that this hazardous job was only temporary for Herman, what would be the best type of added insurance protection for him to carry?

2. I want long-range protection
   As cheap as I can buy,
   So I can keep most all my cash
   To spend before I die.

What would be the best type of life insurance protection for this person to buy?

3. When I reach age sixty-five
   Assuming that I'm still alive,
   I shall retire and take my ease,
   And fish for bass, and sail the breeze;
   But if before this time, I croak
   My wife shall get the insurance poke.

If we assume this man is planning on an insurance policy to make the above statement true, what type of policy would be needed?

4. Under the spreading chestnut tree
   The village smithy stood.
   I missed a curve I did not see,
   Now Smith's on my hood.

What type of auto insurance would pay for the "Village Smithy's" injuries?

June Atkinson, Chief Consultant
State Dept. of Public Instruction
Business and Office Education
Raleigh, North Carolina

NAME: GNP Simulation

TARGET: General Business

PURPOSE: Provide students with a realistic understanding of Gross National Product and Per Capita Output

DESCRIPTION:

Students in each row jot down on a piece of paper the estimated value of everything on their person. All items are listed, including clothing, shoes, pens and pencils, jewelry, watches, wallets, purses, etc. Have the first person in each row act as monitor and tally each student for his/her row's grand total. List on the chalkboard each row's total to obtain the GNP for the entire classroom. Next, divide GNP by the number of students to determine Per Capita Output. List the results on the board.

A good discussion can be developed by listing the GNP and Per Capita Output on the chalkboard from various other General Business classes. Students should see clearly how population (via size of classes) affects Per Capita Output as, for example, when one class has a higher GNP than another class but lower Per Capita Output because of larger population. (Be sure to point out that actual GNP would include the value of services.)

Jerry Gemmette
Thunderbird High School
Phoenix, Arizona

NAME: Personal Recordkeeping and Career Exploration

TARGET: General Business

PURPOSE: a) Develop ability to maintain a personal checking account and financial records, including budgeting and using credit wisely

b) Explore careers in the business world to help decide future career goals

DESCRIPTION:

The following plan for presenting personal recordkeeping and career exploration is very effective for general business students, as most of them have had little experience handling these situations.

1. Complete a learning activity package for personal checking accounts and credit in order to acquire a basic understanding and to learn basic procedures for maintaining a checking account and using credit.

2. Complete the three-part Family Financial Management Practice Set (South-Western Publishing Co.) to apply their skills and understandings acquired in the LAP.

3. Complete as a class the text-workbook Exploring Careers in Business (South-Western Publishing Co.).

4. Each student then completes one or more of the Exploring Careers text-workbooks which he/she finds of interest (careers include accounting, wholesaling, retailing, clerical, secretarial and data processing).

Rita Blakeslee
Groveton High School
Groveton, New Hampshire

NAME: Comparison Shopping

TARGET: General Business

PURPOSE: Develop understanding of comparison shopping

DESCRIPTION:

The teacher brings in several brands of cola, root beer, diet drinks, etc., which are covered with paper to disguise them. The students are to conduct a "taste test" to see if there is any difference between Brand "X" and the brand they normally consume.

For example, the teacher brings three bottles of cola--Pepsi, Coca-Cola, and a store brand. The students conduct the entire experiment to see which brand's taste they prefer. Prices are compared to see which they would prefer to buy based on cost.

Results are often surprising. Students may spend more for a certain brand because of the taste. They may buy the least expensive because they have no preference in taste. This experiment can also be used on other products.

Roni Liebold
North Putnam High School
Roachdale, Indiana

NAME: Deck of Cards

TARGET: General Business

PURPOSE: This activity is designed to stimulate classroom interest and increase student participation.

DESCRIPTION:

A "deck" of cards is used by students to select a class member to perform a specific task. The deck is formed by cutting plain cardboard to regular playing card size. Each student is given a card and instructed to print his/her name near the top of the card. The teacher also has a name card and is subject to selection.

Examples of activities for which the "deck" can be used are:

1. Arranging for guest speakers
2. Planning field trips and making all business and school arrangements
3. Composing and writing or typing of "thank you" letters after a field trip or a speaker has visited the class
4. Bulletin board displays
5. Requisitioning all necessary audiovisual equipment and returning to A-V office

The first time the deck is used, a volunteer from the class can select the first card and hand the card to the student whose name appears on the card. The nature of the task and date is recorded under the student's name. The card is returned to the deck. A student can be picked more than once but is allowed to pass if picked twice in a row.

Shirley Nault
"A Deck of Cards, A Teaching Aid?"
The Journal of Business Education
May 1973 p. 359

NAME: Advertising Newsletter

TARGET: General Business

PURPOSE: This project is designed to give students first hand experience in running a business.

DESCRIPTION:

The advertising newsletter is a publication of buy-sell advertisements. The students are informed of the nature of the business and pick a name for the newsletter.

Once a name is selected, the students' attention is directed to the operational details such as:

1. Establishing appropriate rates for advertising
2. Designing means for soliciting ads
3. Designing a publicity campaign
4. Establishing an appropriate method for distribution of the newsletter
5. Designing the production function
6. Establishing a financial function
7. Establishing a formal organizational structure to facilitate the functioning of the business

Jonas Falik, Joel Podell
"The Business Club as a Real-World Experience"
The Journal of Business Education
May 1975 p. 338-340

NAME: Role-Playing

TARGET: General Business

PURPOSE: The purpose of this project is to have the students gain an understanding of the forces that govern the business world while playing out real-life business problems and situations

DESCRIPTION:

Role playing is an unrehearsed, spontaneous simulation of a real-life event. Students assume positions of businessmen, employees, employers, customers, labor union representatives, etc. and act out the roles of each.

When developing play sessions, the first step is to carefully define your learning objectives. The instructor should design roles and select positions or sides which present all sides and important aspects of the subject matter. The instructor should write a two-or three-paragraph brief, giving the participant's arguments, demands, attitudes, limitations and objectives.

The teacher should carefully select participants to manipulate or "load" the roles to encourage the direction of the game. It is effective to assign roles which are opposite or different from a student's real life situation. Sex, race, attitude, and age positions may be shifted to produce desirable learning results.

The role-playing session should be broken into three parts. In the first 10 minutes, students are assigned parts and given briefs. While the class is assigned research on their role, the teacher personally briefs each student.

Then the entire class is briefed and the game begins. It should last about 25 minutes. The last 5 minutes of class is spent analyzing, commenting, and critiquing the points brought out in the session.

An example of a role-playing situation would be the Insurance Game. Assign about ten students (depending upon class size) as prospective buyers of insurance. Assign several others as insurance agents. The prospects briefly sketch their financial and personal needs. The insurance agents advise each client on the type of coverage which they feel best suits their needs.

Gerald A. Silver
"Role-Playing...An Effective Teaching Method in Introductory Business"
The Journal of Business Education
March 1973 p. 242-244

NAME: Social Issue Research Business

TARGET: General Business

PURPOSE: This project is designed to give students an understanding of the structure of a business while researching a social issue.

DESCRIPTION:

To begin this activity, students will have to select a subject to research in which there is a social interest. An example would be phosphate pollution.

Once a topic has been selected, a name is chosen and students are assigned to different divisions in the company. The functional divisions and their activities are:

1. Research and Development. This group researches all aspects of the chosen target.
2. Art. The art department is responsible for the company logo, posters, and buttons.
3. Public Relations/Advertising. These students are responsible for all contacts with the outside world. This includes ads in school and local newspapers concerning the topic being researched, posters about the topic, and editorials.
4. Marketing. Marketing students are responsible for all sales-related fund raising activities.
5. Finance. The finance department is responsible for the funds of the organization. They maintain and audit the books.
6. Political Action. This group works for legislative change. They circulate petitions, write letters to legislators, and engage in lobbying activities.

Richard W. Buchanan
"S.O.A.P.--The Business of Involvement"
The Journal of Business Education
October 1972 p. 29-30

NAME: Skit

TARGET: General Business

PURPOSE: The purpose of the skit is to increase understanding of a business topic by having students research the topic and write a skit.

DESCRIPTION:

When introducing a new topic, appoint committees to research various aspects of it. Make one group the skit committee.

Allow the skit members approximately four class periods to write their skit, while the other members of the class work on their projects. When the skit is completed, the skit group can select other committee members to fill additional parts in the skit. The actors are then allowed time to practice.

After the skit has been rehearsed, it is presented to the class. If a tape or video recorder is available, it can be used for additional feedback.

Carol E. Decker
"Make General Business Come Alive"
The Journal of Business Education
April 1971 p. 285-286

NAME: Team Learning

TARGET: General Business

PURPOSE: The purpose of this project is to utilize peer pressure in a constructive manner.

DESCRIPTION:

The teacher divides the class into teams, the number of teams depending on class size. Each team has a leader appointed by the teacher.

The leader is to coordinate, organize and delegate duties in group activities. For instance, each group is given a list of questions to answer. The leader assigns each question to a different member of the team to look up the answer. Students then discuss the answers.

Teams then compete with one another on oral quizzes. Different questions are given to different teams. The leader determines who will answer for the team. A team receives one point for an answer. encouraging all students to respond, and an additional point for a correct answer. A student cannot be selected twice until all members of the team have answered. A running score is kept on the blackboard to heighten competition.

Barbara Jean Weisend
"Team Learning in Basic Business"
Business Education Forum
January 1972 p. 44-45

NAME: Consumer Research

TARGET: General Business

PURPOSE: This project is designed to teach students the need for comparison shopping.

DESCRIPTION:

The students pick a product to research in which they have an interest, such as a car, stereo, snowmobile, skis, etc., or they can check with their parents to find out if the purchase of a major item is contemplated. In either case, the student should select something that either the student or the parent is actually considering buying.

The student must then research at least two brands of the product to form a comparison. Students gather information by talking with merchants and researching the products in such publications as Consumer Reports.

After researching the product, the student is to prepare a written report. This report should include: test results of the various makes, if available, cost, and expected life of the product. The student should conclude with which product would be purchased and why.

Phil Simmons
"Consumer Education: The Informed Consumer"
Business Education Forum
January 1973 p. 40-41

NAME: Attitude Inventory

TARGET: General Business

PURPOSE: The attitude inventory is designed to stimulate interest when introducing a new topic by arousing student curiosity.

DESCRIPTION:

A good way to introduce a new topic is through the use of an attitude inventory. An example of such a device follows:

What Is Your Opinion About
Government and Business Labor?

Directions: Indicate your reaction to each of the following statements by stating whether you (1) agree, (2) partially agree, (3) disagree, (4) uncertain. For each statement write one of the words: agree, partially agree, disagree, or uncertain in appropriate answer space provided.

1. The government should stay out of business and let private enterprise operate according to the laws of supply and demand (free of government interference).

2. Labor should be considered a cost of production and like costs kept to a minimum.

3. Only those persons who are financially able should pay taxes to support government.

4. Strikes should be prohibited by law and differences between labor and management settled by compulsory arbitration.

5. Labor should be considered as a partner in production and should share in the fruits of production (profits).

6. Business should operate according to the rules of fair play but should police itself rather than be regulated by government.

7. Government services come to the public as free services.

8. Persons who work for the government should not have the right to strike.

9. Large labor unions are so powerful they should be subject to the same anti-monopoly laws that regulate large businesses.

10. There are some business services that can best be rendered by government rather than by private enterprise.

Donald Lee Musselman
"Motivating Students in Basic Business"
The Journal of Business Education
March 1976 p. 281-282

NAME: The Effect of Supply and Demand on Cost

TARGET: General Business

PURPOSE: Develop basic understanding of supply and demand

DESCRIPTION:

The teacher brings in one can of cold soda and one piece of hot pizza to class. He/she indicates that the highest bidder can buy each of these items and consume them in class.

At a future date, the teacher brings in eight pieces of pizza and eight cans of soda and puts each up for sale to the highest bidder. Again, the buyer is allowed to consume their purchases in class.

After all the pizza and soda has been purchased, the sales price is compared between when there was just one item and when eight items existed. The price variation is used as the basis for a discussion on effect of supply and demand on purchasing price of goods and services. This discussion is expanded to include recent gas, sugar, coffee and lettuce shortages.

NAME: What's New?

TARGET: General Business

PURPOSE: To develop basic understanding of marketing and advertising

DESCRIPTION:

The teacher requests the students to bring in any advertisements they see in local newspapers or magazines concerning all "new" products being introduced to the market place. The teacher uses these ads for a bulletin board display entitled "What's New?"

During the course of the year, this display can be used for class discussion in the advertising and marketing units of General Business. The students will exhibit more interest and understanding for these units as they feel a part of the marketing process, as a result of the ads they bring to class.

This also provides a good end-of-the-year discussion on the large amount of new items introduced to consumers during a 9-month period.

David Webb
Midlakes High School
Clifton Springs, New York

NAME: Bank Reconciliation Project

TARGET: General Business

PURPOSE: To develop an understanding of why a bank reconciliation is necessary

DESCRIPTION:

After students have learned how to fill out a deposit slip, a check register, and write a check, students are given a sample checkbook obtained from the local bank with at least two deposit slips and with eight checks contained in it. If this isn't available, copies of checks, a check register and deposit slip are provided. Students are to record the balance on hand on the first line of the check register.

Students are then given a list of ten transactions, two deposits and eight checks to be written to local merchants. When all the checks are written, the teacher collects them so that all the student has left is the checkbook. The students are told that this is like writing a check to someone and then giving it to that person. The students are told to put their checkbooks away until they are to be used again. The rest of the period is devoted to discussion of reconciling the bank statement.

The next day, the students are given back their checks, with two of them removed. Enclosed is a bank statement and a form for reconciling their checks with the statement. The student is told to reconcile his or her statement with the checkbook. The student is not told that some checks have been removed. Each student is required to make his or her own statement agree with the checkbook. Some are lucky to have the correct ending balance. Others who have made a mistake in their checkbooks are required to find and correct the mistake.

For those students who did not grasp the concept of the discussion on the day before about some checks not coming back to the bank in time to be included in the statement or about deposits not entered on the statement, this sparks specific questions which leads to reinforcement.

Joan Root
Schuylerville Jr. Sr. High School
Schuylerville, New York

NAME: Selling Daily Newspaper to Faculty and Students

TARGET: General Business

PURPOSE: To teach students accounts receivable, accounts payable, salesmanship and customer relations

DESCRIPTION:

The students sell the daily newspaper to both teachers and students. The students collect money, make out statements, and take care of all financial business with the newspaper company. All profits made go to the class. The students rotate positions during the year in order for each to act in a different capacity.

Fabian Englander
Nyack Senior High School
Nyack, New York

NAME: The Energy Crisis and Possible Solutions to the Problem

TARGET: General Business

PURPOSE: To acquire an understanding of the energy problem and disseminate this information to the community

DESCRIPTION:

After an introductory presentation by the teacher on the topic of energy (e.g., the continued use of scarce natural resources, the present day energy crisis and alternative choices), students are assigned to do research from current periodicals and newspapers on the energy problem in America today. In studying the problem, the focus will be on the causes of the energy shortage, the effect on the nation's lifestyle, and the public attitude towards the problem. Classroom discussion will be based on these findings.

As a culminating activity, the class will prepare a fact sheet on the topic of energy. This fact sheet will highlight the problem and its relationship to the local community. Suggested solutions, also, will be outlined so that individuals and families can initiate steps to alleviate the problem.

This type of assignment offers students the opportunity to study a relevant issue with a meaningful purpose.

Edda Perfetto
Nanuet High School
Nanuet, New York

BUSINESS MATHEMATICS

NAME: Understanding Negative Numbers

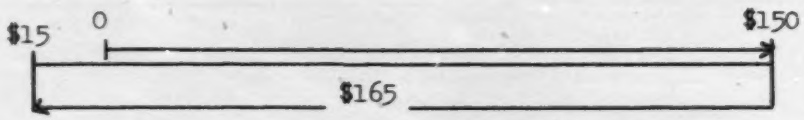
TARGET: Business Mathematics

PURPOSE: Develop an understanding of negative numbers and their application in business

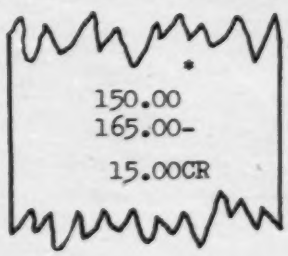
DESCRIPTION:

While "credit balance" is a negative number used frequently in the business world, the term is not completely understood by all who use it. Some of the situations which involve negative numbers include returning merchandise previously paid for, overpaying an invoice, discounts applied to accounts after payment of gross amount is received, overdrawing an expense allowance, cancelling a check after it has been recorded in the bookkeeping records, and a previously deposited check returned due to insufficient funds.

A number line can be used to illustrate what causes a negative number. For example, a manufacturer's representative is allotted $150 per month for expenses; however, during the month of February, he spends $165. When the bookkeeper subtracts $165 from $150, the result is $15 as illustrated below:



An adding machine tape would list the credit balance as below:



There are various ways of showing negative numbers on financial statements as shown below:

11.25-
11.25CR
11.25C
(11.25)

Another way to indicate negative numbers is by using red ink for pen written figures and a red machine ribbon for printed figures. Using this system, all positive numbers would be indicated by black figures.

To develop skill in working with negative numbers, have pupils prepare 3 x 5 cards, one set containing one- and two-digit numbers written in black ink and the other set having numbers written in red ink. The cards remain in separate packs according to their color. Each pack of cards is shuffled separately and placed on a table with their numbers facing up. As a pupil looks at the two numbers, he performs the necessary calculation mentally. If the red number is more than the black number, a negative number results. The top card in each pile is removed and the next two cards are compared. When all the cards have been used, they may be reshuffled and used again.

William Selden
Senior Program Specialist
Business Education
Harrisburg, Pennsylvania

NAME: Relay Race

TARGET: Business Mathematics

PURPOSE: Provide interesting, effective method for competitive review

DESCRIPTION:

Students are divided into two, three, or four teams. One chair per team is set facing the chalkboard. One representative of each team takes a seat in one of these chairs. (Chalk and erasers should be available to each team.) The teacher should sit in the back of the room. The teacher has each representative step up to the board and write down the problem (these may range from addition and subtraction to thought problems in interest, mark-up, mark-down, etc.). As soon as the student writes the problem on the board, he/she takes his/her seat. When all the team representatives are seated, on signal they go up to the board and solve the problem, circling the answer. The student representative who gets the correct answer and sits down first scores a point for his/her team and remains in the front of the room; other students are replaced by teammates. If a student sits down with a wrong answer, he is disqualified (sometimes the best student hurries too much and is disqualified). If all but one student sits down after circling the wrong answer, no points are given, but the remaining student can stay and try against other team representatives.

William F. Clynes, Supervisor
Hartford, Connecticut

NAME: Mathematics Laboratory

TARGET: Business Math

PURPOSE: This activity is designed to increase student interest in business math through projects.

DESCRIPTION:

The business mathematics teacher writes up projects for student investigation. The projects are printed on cards. Students can select any card they wish for investigation and are encouraged to go beyond what is printed on the card. Students can investigate a project individually or in teams. Upon completion of a project, a report is given, either orally or in writing.

Sample projects are illustrated below.

CARD ONE

Using a magazine such as U.S. News and World Report, Changing Times, or Consumer Reports, choose an article that involves comparisons of some kind. See how numbers are used. Using the data in the article, see if you can extend the comparisons further.

CARD TWO

Suppose you had $500,000 to invest. Using the stock market quotations from a newspaper of one year ago, invest the entire amount at those prices, in widely diversified stocks. Using the stock market quotations once a month for each of the six months following the date of the original prices, analyze each stock you hold and your total investment. On the basis of your data, predict what your holdings should be worth now. Next, using the current market quotations, actually calculate your present worth. Comment on the accuracy of your prediction.

Cards are not difficult to write. A good "brainstorming" session will provide enough projects to get rolling. Additional cards can be produced as the teacher thinks of new ideas.

John L. Ginther
"Laboratory Techniques for the Business Mathematics Class"
The Journal of Business Education
February 1972 p. 191-192

NAME: Reconciling Your Bank Statement

TARGET: Business Math

PURPOSE: To develop a visual and "hands on" understanding of checkbooks, bank statements and bank reconciliations

DESCRIPTION:

The teacher contacts a local bank in the community requesting a representative to come to the class. The representative will inform the class about checking accounts, their advantages, procedures, and the types of checks available to customers. The representative will also explain service charges, NSF, etc.

With the bank's cooperation, an actual account is opened in the class's name. The students will fill out signature cards and have checks and deposit slips distributed to them. The bank will then send the teacher a monthly bank statement including the cancelled checks, and the class will then reconcile its bank statement.

Mary Ann Ranck
Monroe-Woodbury High School
Central Valley, New York

BUSINESS LAW

NAME: Mock Trial

TARGET: Business Law

PURPOSE: To help students understand how an actual courtroom trial is developed

DESCRIPTION:

After the first week of the semester, the class is given a short description of approximately ten famous trials. An indication of the work involved in the project is given, and the class is asked to decide whether they wish to develop a mock trial.

After the second week of the semester, volunteers are accepted for the judge, bailiff, two prosecution lawyers, two defense lawyers and assistants to the lawyers. The judge and lawyers should be willing to devote a great amount of time to the trial as the success in performing a mock trial rests with them.

The lawyers search for ideas in A Pictorial History of the World's Great Trials, by Brandt Aymar, Bonanzo Books, and similar books. Famous cases which left some questions unanswered are most desirable. Students may suggest other cases. The participants are then asked to choose two cases they would prefer performing. These two cases are presented to the class to decide which trial will be performed.

The lawyers and assistants must then research the trial. This is the most important and difficult part of the project. Librarians will be helpful in locating source information on the trial. After the fourth week of the semester, each side must have a listing and description of its main characters. Class members volunteer for the positions. Each of the lawyers must provide the necessary typed testimony for the witnesses. Each participant must provide his or her own costume to match the period of the trial.

Two weeks before the trial, which is about 15 weeks from the beginning of the semester, 2 days of classroom time are allowed so each witness can receive his or her testimony and ask questions. Witnesses must now learn their testimony. The judge, bailiff and jurors, selected from other business classes, are taught their roles in the courtroom by the business law instructor.

The Friday before the trial is to begin, a "dry run" is planned with the video tape equipment in the constructed mock courtroom in order to familiarize each student with the cameras and the courtroom procedures. No real testimony is given at this time.

Mock trials take 5 days or more and use 2 hours or more of video tape. The trials are open to anyone, and parents are invited to attend. It is publicized in the local papers.

The week after the trial, parents are invited to bring guests for an evening showing of portions of the trial. Video tape pictures of the parents and other interested adults are taken and shown to the students on the following day. A great way to end a FUN project!

Suggestions for mock trials include Lizzie Borden, Lieutenant Calley, Juan Corona, Houston Mass Murders, Lincoln Conspiracy, Leopold-Loeb, Lindbergh Kidnapping, Charles Manson, Lee Harvey Oswald (as if Jack Ruby had not shot him), Julius and Ethel Rosenberg, Sacco-Vanzetti, Sam Shepard, Sirhan Sirhan and Richard Speck.

Charles McDonald
Parkway North Senior High School
Creve Coeur, Missouri

Similar suggestion submitted by:
Farrel Cutler
Agua Fria High
Arizona

NAME: Law Trial Simulation

TARGET: Business Law

PURPOSE: This activity is designed to stimulate motivation by making law come alive.

DESCRIPTION:

The case selected for the trial should not be an open and shut case. Rather, it should be one which will engender discussion and a difference of opinion. A lively case will stimulate interest.

To prepare for the trial, the teacher writes a script which will tell all members of the court, except the trial attorneys and witnesses, exactly what they are to say and do. This provides realism. The script consists of two parts. Part one is a general set of instructions for each of the participants. It describes the role of each and how it is to be carried out. The second part is the actual wording that the student must use for court conduct of his/her role within the trial.

A script is available for the judge, to be used as an overall reference.

The script does not carry information peculiar to any one case. Therefore, the attorneys must create their own cases within the guidelines of the court.

Once the trial is set in motion, the members of the court act out their roles according to the script. The attorneys make their cases, present their opening and closing arguments, and the jury returns its verdict.

Janet Baulch
"Simulation in Secondary Business Law"
The Journal of Business Education
May 1976 p. 366-368

NAME: Elements of a Contract

TARGET: Business Law

PURPOSE: Develop an understanding of elements of a contract

DESCRIPTION:

Take your class to a soda machine. Place the required amount of change in the machine (your consideration). Push the button for a Coke

(your offer). If the machine returns your money, it refuses your offer. If the machine gives you an orange after you requested a cola, it is a counteroffer. If you open the orange, you have accepted the counteroffer. Since the transaction is under $500 and can be performed in less than a year, the agreement need not be in writing.

John Lee, Chief Consultant
Division of Vocational Education
Indianapolis, Indiana

CONSUMER EDUCATION

NAME: Problem Solving Model for Creating a Student-Centered Classroom

TARGET: Consumer Education

PURPOSE: This activity is designed to create a student-centered classroom.

DESCRIPTION:

The model is designed to solve the problem of shared responsibility on the part of both students and teacher through task-oriented steps. The model utilizes group dynamic techniques, resulting in a more humanistic approach to learning.

The model consists of eight steps: Define the topics, describe desired outcomes, propose alternatives, analyze alternatives, select the best alternative, plan action steps, take action and evaluate.

Define the topic. Each student is asked to list several topics in consumer education in which he might be interested. Possible topics of interest to students are: home buying, car buying, insurance, furniture, banking, appliances and budgeting.

Each student is then asked to compare his/her list with someone else in the class. The pairs are asked to compose a new list combining similar topics and possibly adding new ones. The pairs are then asked to form quartets and repeat the process. The quartets should try to pick topics which provide information for most of the students, are manageable, and in which there is agreement. The quartets then form octets to compose a list of ten topics. A chairperson is chosen to represent the octet when a master list is drawn up through an activity called fishbowling.

A circle of chairs, one for the representative designated by each octet, plus one extra chair, is placed in the classroom, leaving enough room for the rest of the class to gather around. When someone outside the fishbowl wants to ask a question or make a comment, he/she takes the empty seat. The purpose of the fishbowl is to make one complete list for the whole class. It should be posted and will serve as material for succeeding steps in the model.

Describe desired outcomes. Students are asked to form quartets again, to form a new list which would describe desired outcomes. Outcomes are classified as conditions, behaviors, or attitudes.

Propose alternatives. Each quartet joins with another quartet to devise ways of reaching the desired outcomes described by the quartets. Brainstorming is a good method of developing different ways to reach our desired outcomes.

Analyze alternatives. Each octet examines alternatives according to the following criteria: resources needed and benefits derived.

Select the best alternative. After the alternatives are analyzed, the best one should be selected. This could mean that desired outcomes should be reevaluated.

Plan action steps. During the planning stage, students decide the procedures to be taken, delegate responsibility, choose a time for action, and devise a back-up plan if necessary.

Take action. The action decided upon should be implemented.

Evaluate. In the evaluation phase, students discuss the action. Students decide if they have reached their desired outcomes, what steps hindered or helped, have they provided feedback to all concerned, and will it be necessary to reconsider topics?

Leonard C. Goldman and
Nancy C. Goldman
"Creating a Student-Centered Classroom in Consumer Education"
The Journal of Business Education
February 1973 p. 196-198

NAME: The Functions of the Local Consumer Protection Agency

TARGET: Consumer Education

PURPOSE: To observe first-hand, the work of the local Consumer Protection Agency

DESCRIPTION:

After studying the responsibilities and functions of the local Consumer Protection Agency, any student who has further interest in this area may be invited to accompany an investigator from the agency out in the field. The student will observe the duties of the investigator, the type of work involved in the investigative process, and the types of action taken by the agency. The student could accompany the field investigator on cases involving gasoline pump meters, correct weighing on supermarket scales, correct amount of ingredients in certain foods (hamburger contents), deceptive advertising of sale items, and bait-and-switch advertising. The student then reports back to the class on his observations and experiences.

This activity presupposes that the school and the local agency have a good working relationship. In our school, the chief of the agency is a regular guest lecturer in the consumer education classes.

Edda Perfetto
Nanuet High School
Nanuet, New York

NAME: Anti-Shoplifting Project

TARGET: Consumer Education

PURPOSE: To understand the impact of shoplifting on business, the consumer, the economy, and the thief

DESCRIPTION:

The Merchants Association is contacted and a program mapped out to educate the community on the topic of shoplifting. Poster contests can be run, and the posters may be placed in the community. Newspaper and radio coverage can be used to interview students on the subject. Flyers can be made to send home to parents with copies going to the business community. The emphasis is on what the consumers and the merchants can do to curtail shoplifting.

This is a good public relations project. The students also get to know the people in the business community.

Frank Ioele
Gloversville High School
Gloversville, New York

NAME: Comparison Shopping

TARGET: Consumer Education

PURPOSE: To develop basic understanding of comparison shopping and unit pricing

DESCRIPTION:

Four to six students volunteer to "shop" in two or three local stores to compare store brand prices to nationally advertised prices of certain items. The items selected should be things that the students themselves often consume or purchase.

In conjunction with this project, additional students could then follow up with a project relating to unit pricing, thus using the same items that were used for the store vs national brands.

A third related project could also be incorporated by having the same students hunt for "secret" dating systems (or pull dates) often used by supermarkets that do not have an open dating system. The students might arrange for interviews with store managers to ask for an explanation of the coding or secret system being used.

Rosemarie Fox
Chenango Valley Central School
Binghamton, New York

WORK EXPERIENCE

NAME: RSVP (Rural Student Vocational Program)

TARGET: Work Experience

PURPOSE: Benefit high school students who live in areas where training stations are minimal by providing work and other experiences relative to the student's career objective

DESCRIPTION:

Students from the outlying schools of Alaska travel to Anchorage, Fairbanks and Juneau to work in governmental agencies and private industries as a furtherance of their vocational training.

The students participate in a two-week work experience of full-time employment within the cooperating offices. The students work in the areas of Business, Agriculture, Distributive Education, Occupational Home Economics, Health and Trades, and Industry.

Each of the participants receives a stipend of $100 for his or her two-week session. In addition, round trip transportation to Anchorage, Fairbanks or Juneau and their room and board are furnished. Fifty dollars of the stipend is advanced the students upon their arrival. This provides them with a small amount of spending money while in town. The remainder of the stipend is forwarded to the student after completing the work experience. Students stay with either housing families recruited by the coordinator, or with friends and relatives. Room and board is paid to any housing parents requesting it at the rate of $10 per day.

The objectives of the program are to provide needed contacts with potential employers, assist in exploring the world of work in making job choices, supplement job experiences with related technical information, develop economic competency for self-supporting citizenship, apply educational achievements to job labor demands, utilize business and industry for specialized training, and supply employers with future manpower needs.

Arnold H. Handschke
Program Manager
Career & Vocational Education
Juneau, Alaska

NAME: In-School Work Experience

TARGET: Work Experience

PURPOSE: Provide realistic learning experience through in-school service

DESCRIPTION:

Students individually analyze their interests and abilities and decide whether they wish to provide bookkeeping, typewriting, duplicating, and/or stenographic services for members of the school faculty, administration, and/or community. Those students electing this option discuss the project with interested faculty members, and if an agreement can be reached, fill out a contract form that indicates the following: student's name, types of services to be provided, time span covered, required forms to be maintained by the student in order to receive class credit, times and days the student will meet with the recipient of the services to discuss work assignments, signatures of the student and recipient of the services and date.

Students working for community organizations receive their assignments through their instructor. To receive credit for assignments, students must attach two copies of their work submitted to the instructor. They must also attach a time card that has beginning and ending times punched by a time clock. Both times must be initialed by the instructor. The card must indicate the student's name, the name of the recipient of the services, the specific task performed, and the total time used.

Credit is earned on a points basis weighted by clock hours and quality of work. For each job, clock hours are subject to question by the instructor and quality of work is judged by the student using a form designed for this purpose. Every 4 weeks, the recipient of services evaluates the extent to which the student has carried out his/her contracted obligations.

Students develop pride in the real work they produce, ability to select procedures and processes, awareness of time and production, communication skills on an adult level, dependability and responsibility, and self-confidence in using their skills for gain.

Richard Holt
Groveton High School
Groveton, New Hampshire